Appendix table 5-12.
Trends in differences in average scale scores by race/ethnicity and gender

Race/ethnicity and gender	Science			Mathematics		
	1969-70	1996	Trends	1973	1996	Trends
White vs. black students (white minus black)						
Age 17	54*	47	l	40*	27	lQ
Age 13	49*	40	lQ	46*	29	lQ
Age 9	57*	37	lQ	35*	25	l
White vs. Hispanic[a] students (white minus Hispanic)						
Age 17	35	38		33*	21	l
Age 13	43*	34		35*	26	lQ
Age 9	38	32		23	22	
Male vs. female students (male minus female)						
Age 17	17*	8	l	8	5	l
Age 13	4	9	q	-2*	4	L
Age 9	5	3		-3*	4	L

L = Positive Linear Trend; Q = Positive Quadratic Trend; l = Negative Linear Trend; q = Negative Quadratic Trend

[a]For Hispanic students, the data cover assessments from 1977 to 1996.

*Differences in scores show significant change when compared to 1996, at a 5 percent combined significance level per set of comparisons.

SOURCES: National Center for Education Statistics (NCES). 1997. *NAEP 1996 Trends in Academic Progress*. NCES 97-985; 1998. *NAEP Facts: Long-Term Trends in Student Mathematics Performance* 3 No. 2. August; 1998. *NAEP Facts: Long-Term Trends in Student Science Performance* 3 No. 3. September. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

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